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ABSTRACT

A study examined the results and effectiveness of the fourth year of the Reading Recovery program in New Hampshire. With the 65 Reading Recovery teachers from previous classes, 22 teachers in the new class, and 2 teacher leaders, a total of 89 teachers taught Reading Recovery during the 1993-94 school year. A total of 442 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 373 (84%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) both discontinued and program children attained scores on writing vocabulary, dictation, and text reading level measures which were within an average band; (3) children who were discontinued prior to April 1 continued to make successful progress on all three measures; and (4) the overall response from Reading Recovery teachers, classroom teachers, administrators, and parents on individual surveys was very positive and supportive. Recommendations include: maintain the integrity of the Reading Recovery program with a quality teacher training program for new teachers as well as continuing inservice sessions; ensure that children receive lessons daily; conduct follow studies on second and third graders; and encourage schools to develop a team approach to support literacy development for all children. (Contains 4 tables and 9 figures of data. A list of Reading Recovery teachers and schools for the 1993-94 year; a list of the Reading Recovery Teachers-in-Training 1994-95; and questionnaires for teachers, teachers-in-training, parents, and administrators are attached.) (RS)

ED 405 575

REPORT OF RESULTS AND EFFECTIVENESS

Reading Recovery®Program Implementation Year Four

School Year 1993 - 1994

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September 1994

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Report of Results and Effectiveness

Reading Recovery Program
Implementation Year Four

School Year 1993-1994

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THANK YOU

All the Reading Recovery® Teachers listed in Appendix A collected the voluminous data analyzed and reported in this publication. Their work made this analysis possible.

EXECUTIVE SUMMARY
READING RECOVERY® IN NEW HAMPSHIRE

Overview

Reading Recovery® is a reading and writing program for first-grade children who are at risk of reading failure. This program was established in New Hampshire by Chapter 301, New Hampshire Session Laws of 1989. It accelerates progress in learning to read, bringing students into the average achievement range for their class in 12 to 20 weeks. It is proven effective with over 80% of the students who receive Reading Recovery® teaching. Extensive research conducted in New Zealand and Ohio shows that students maintain gains in the following years of school, making other interventions, such as retention-in-grade, special education for reading problems, or remedial reading, unnecessary. Thus, over time, not only is Reading Recovery® an effective intervention, but also a lower-cost intervention.

Organization of the Project

This was the fourth year of Reading Recovery® in New Hampshire. The collaboration of the Legislature, The State Department of Education, the University of New Hampshire, Chapter 1, and local school districts continued.

In preparation for the 1993-94 school year the Bureau for Elementary/Secondary Education sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during February. The Bureau received 31 applications, of which 30 were qualified.

With two Teacher Leaders, 22 new teachers could be accepted into the program, along with providing continuing contact to 65 previously-trained Reading Recovery® Teachers. One class was held in Jefferson and the other class at the Kimball School in Concord.

Continuing contact consists of planned, regularly scheduled, professional development for teachers beyond the initial training phase. It keeps the program focused on the accelerated learning of children and is critical for the success of the program. Due to the large number of previously-trained teachers, the small number of Teacher Leaders, and the location of nine previously-trained teachers in the southeastern part of the state, which is a long distance from training sites, a Teacher Leader from Massachusetts was contracted to help provide continuing contact for these nine. The Concord Teacher Leader also helped.

With 65 Reading Recovery® Teachers from the previous classes, the 22 Teachers in the new classes, and 2 Teacher Leaders, a total of 89 Teachers taught Reading Recovery® during the 1993-1994 school year. (See Appendix A for the list of teachers and districts participating in Implementation Year 4.) They represented 39 school districts, among them 7 districts new to Reading Recovery®, and 60 schools.

The Concord School District was a separate Reading Recovery® Site with a Concord Teacher Leader. Concord Reading Recovery® Teachers collected data for that school district, and the Concord Teacher Leader wrote a report of results and effectiveness of the program in Concord.

The number of New Hampshire Schools interested in implementing Reading Recovery® continues to grow. For the third year in a row the number of applications for the Reading Recovery® classes exceeded the class space available by a number large enough for an additional class.

Thus, during 1993-94 another New Hampshire teacher prepared at Lesley College as a Reading Recovery® Teacher Leader. A special grant from Chapter 1, along with state funds, supported the training of Gail LaJeunesse of the Milford School District. The Milford School District funded installation of the required one-way glass and sound system in the Milford Elementary School.

In preparation for the 1994-95 school year, the Early Learning Unit sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during January. The Bureau received 32 applications, of which all were qualified. Given the geographical distribution of applicants, two classes were formed. Sandra Tilton will have a class of 12 new teachers, meeting in Plymouth. Gail LaJeunesse will have a class of 12 new teachers, meeting in Milford. Due to the geographical distribution of previously-trained teachers and the number needing continuing contact (80), Ann Fontaine will work with already trained teachers and school systems to ensure successful implementation of the program with children. In addition, she will provide support for classroom teachers and administrators interested in making changes in primary classroom instruction and assessment.

Therefore, 24 new teachers were accepted into the program for 1994-95. They represent 19 school districts and 22 schools. (See Appendix B for the list of teachers and schools in the 1994-95 class.) Their accomplishments will be reported in the Year 5 Report.

During 1994-1995, Chapter 1 and state funds are being used to help support the training of a fourth Teacher Leader to be available for statewide classes and to be based in the southeastern part of New Hampshire. The number of applicants for 1994-95 exceeded the space in classes by enough to form an additional class, just as in the three previous years. Furthermore, three districts inquired later in the year wanting to hire already-trained Reading Recovery® Teachers. None were available.

The involvement of the state is extremely important since it brings Reading Recovery® teacher training within the geographic and financial reach of New Hampshire's school districts. For fiscal year 1994, approximately $155,000 of state funds were used to support the training component of this program. Special Chapter 1 funds helped support the preparation of a Teacher Leader, Gail LaJeunesse. At the same time, local districts contributed more than $1.7 million to this effort, to cover the salary and benefits of the teachers in training as they received instruction in the program and worked with students, and to cover the salary and benefits for previously-trained teachers who were continuing to provide Reading Recovery® instruction to students.

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the seven research questions, to identify specific strengths, and to work to improve areas of concern.

Question #1 What proportion of Reading Recovery® Program children successfully completed the program?

Of the 442 Reading Recovery® Program children at the New Hampshire Site, 373 successfully completed the program and are making at least average progress with regular classroom reading instruction. This number represents 84% of the program population. (See Table 1.)

Question #5 What was the progress of the other children?

TABLE 1
Status of All Children Served by the New Hampshire Site in 1993-94

DISTRICT	TOTAL SERVED	PROGRAM CHILDREN	DISCONTINUED	% PROGRAM CHILDREN DISCONTINUED
Amherst	15	10	9	90
Bartlett	6	5	4	80
Bath	2	1	1	100
Berlin	6	5	4	80
Campton	10	6	4	67
Claremont	15	15	12	80
Conway	11	7	5	71
Conval	49	35	31	89
Derry	30	18	15	83
Epsom	8	6	6	100
Fall Mountain	6	5	5	100
Franklin	13	8	7	88
Gilmanton	6	4	2	50
Gov Wentworth	12	9	8	89
Groveton	11	10	8	80
Hanover	9	7	6	86
Holderness	6	5	3	60
Hooksett	16	11	10	91
Hopkinton	14	12	10	83
Laconia	19	14	14	100
Lafayette/Bethlehem	9	4	3	75
Lebanon	29	22	18	82
Linc-Woodstock	5	4	3	75
Lisbon Regional	4	4	1	25
Littleton	12	10	7	70
Manchester	19	13	10	77
Mascoma	14	10	8	80
Milford	8	5	5	100
Monadnock	23	13	11	85
Newport	28	23	20	87
Plymouth	9	9	9	100
Raymond	11	8	5	63
Rochester	7	7	7	100
Rumney	9	7	7	100
Seacoast	34	30	25	83
Stratford	5	4	2	50
Thornton	7	7	7	100
Timberlane	7	4	4	100
Warren	5	4	4	100
Weare	17	13	12	92
Wentworth	4	3	3	100
White Mt Region	33	28	22	79
Woodsville	18	17	16	94
TOTAL	581	442	373	84

The other 69 children, representing 16% of the program population, made significant gains but not enough to reach the average of their class.

Question #6 What informal responses to the Reading Recovery® Program were made by Reading Recovery® Teachers, Teachers in training, administrators, other teachers in the building, and parents of Reading Recovery® children?

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 811 surveys were distributed to Reading Recovery® Program Teachers, classroom teachers, administrators and parents. There was a collective return rate of 74%.

The following are representative comments made by:

In Training Reading Recovery® Teachers

"It is so much more complex than I ever imagined. I have a better understanding of how children learn and how the smallest confusion can cause big trouble for them."

"All children can learn to read in first grade and most at an accelerated rate—with fluency."

Trained Teachers

"Having a third grader, a Reading Recovery student as a first-grader, who was expected to be coded, tested for Special Education and judged to be on level and not LD."

"I have enjoyed watching classroom teachers develop a better understanding of the reading process and adjust their classroom practices. Now more kids can benefit."

Classroom Teachers

"My class has benefitted greatly due to Reading Recovery. I refer to the entire class because my approaches have incorporated some of the RR practices."

"This year, full implementation has made a huge difference. RR is a definite strength in our school. I can't imagine not having this program."

Administrators

"Parents have shown their support through voting to fund full implementation (at our School District meeting).

"Reading Recovery has allowed children with deficits to catch up and sustain beyond grade 3."

Parents

"The program showed us how we could be involved to try and help [child's name]."

"I personally think that this is one of the best programs for children...I praise all the wonderful teachers that got involved in this program. Keep up the good work."

Question #7 What percentage of the first grade population in each district participating is being served by Reading Recovery®?

The percentage ranged from a low of 1.4% to a high of 45%. Full implementation with its dramatic effects involves providing a full program to 20% to 30% of the first graders (Program Children).

THE READING RECOVERY® PROJECT

New Hampshire

Pre-implementation Year 1989-1990
Implementation Year 1 1990-1991
Implementation Year 2 1991-1992
Implementation Year 3 1992-1993
Implementation Year 4 1993-1994

Introduction

Reading Recovery® is an early intervention program designed to reduce reading failure. The purpose of this report is to provide information about the operation and results of the Reading Recovery® Project at the New Hampshire site during the fourth year of implementation with students. This year was preceded by a Pre-implementation Year and Implementation Years 1, 2, and 3. During the Pre-implementation Year, two Teacher Leaders were trained at The Ohio State University and an appropriate classroom was outfitted. During Implementation Year 1, the two Teacher Leaders trained 30 Reading Recovery® Teachers. During Implementation Year 2, the two Teacher Leaders trained 21 Reading Recovery® Teachers and provided continuing contact to the previously trained Teachers. An additional Teacher Leader was trained at The Ohio State University. During Implementation Year 3, the three Teacher Leaders trained 31 Reading Recovery® Teachers and provided continuing contact to 50 previously trained Teachers. During Implementation Year 4, two Teacher Leaders trained 22 Reading Recovery® Teachers and provided continuing contact to 65 previously trained Teachers. An additional Teacher Leader was trained at Lesley College to replace the third Teacher Leader who was employed by the Concord School District to establish a Concord Reading Recovery® Site.

BACKGROUND OF THE PROJECT

Reading Recovery® is based on the assumption that intensive, high quality help during the early years of schooling is the most productive investment of resources. The early years, which set the stage for later learning, are particularly critical for children who are at risk of failure. Reading Recovery®, which was developed and initiated by New Zealand educator and psychologist, Marie M. Clay, provides a second chance in reading for young children who are at risk of failure in their first year of reading instruction. Individually administered observational procedures (Clay, 1993) are used to identify children in need of special help. Intervention procedures (Clay, 1993) are then individually tailored to help a failing child become a successful reader.

■ New Zealand Research

Results of the program (Clay, 1979) (Clay, 1982) in New Zealand indicate that "at risk" children make accelerated progress while receiving the individual tutoring. After an average of 12 to 20 weeks in the program, almost all Reading Recovery® children had caught up with their peers and needed no further extra help. Three years later, children still retained their gains and continued to make progress at average rates.

■ Rationale for Early Intervention

Good readers and writers develop early. Retention and remediation, accompanying several years of failure, do not enable children to catch up with peers so that they can function productively in school or later on in society. Clay's (1982, 1985) research revealed that poor readers develop ineffective strategies that persist and may hinder their reading progress and block further learning. Poor readers experience problems in other areas of learning and usually have diminished confidence and low self-esteem. The longer a child fails, the harder remediation becomes. Using early intervention, before failure is established, can reduce problems later in school.

Research has demonstrated that "at risk" children can be identified by classroom and Reading Recovery trained teachers (Clay, 1985). Simple, individually administered tests (An Observation Survey), developed by Clay, predict which first graders are "at risk" of reading failure. The test results provide the Teachers with information on the child's strengths and some specific areas where instruction is needed. The instruction helps children to "untangle" their confusions and to learn to read and write better. Even these initially low achieving children can, with special instruction, make accelerated progress. The more children read and write, the more independent they become. Early intervention facilitates and expedites this process.

■ Roaming Around the Known

The first two weeks of Reading Recovery® are called "Roaming Around the Known." The Observational Survey shows the Teacher what the child can do and gives him/her a point of departure. During the "In the Known" period, the Teacher provides the child with opportunities to become fluent and flexible with what he/she already knows, thus, building a firm foundation on which the Teacher can begin. Instruction is built on the child's strengths.

■ Reading Recovery® Lesson

The program targets the poorest readers in the class. In addition to their regular classroom activities, children are provided one-to-one lessons for 30 minutes each day by a Teacher specially trained to help children develop effective reading strategies. During the lesson the child is consistently engaged in holistic reading and writing tasks. Each lesson includes reading many "little" books and composing and writing a story. Every day the child is introduced to a new book, which he/she will be expected to read without help the next day. Writing is part of every lesson. Through writing, children develop strategies for hearing sounds in words and for monitoring and checking their own reading. The program continues until the individual child has developed effective strategies for independent literacy learning and can function satisfactorily with the regular classroom reading instruction without extra help. Then, the intervention is "discontinued" and another child is given an opportunity to participate in Reading Recovery®.

■ Materials for the Reading Recovery® Project

Approximately 3,000 "little" books are included in the Reading Recovery® booklist. These books were selected because they provide support for young readers by using familiar language patterns within the framework of a predictable story. Books are organized into 20 levels of difficulty. Teachers use these levels as guides, but they must also consider their assessments of each reader's strengths and needs when they select the daily new book. Readers do not go through the same series of books. No child needs to read every book designated at every level. Instead, each child's reading material is different and is specially selected for him or her.

From levels 1 through 20, books increase in complexity and difficulty. There is no "magic" level which a child must reach before being discontinued. The level depends on the time of year, the general level of the whole class of children and the Teacher's analysis of the child's reading strategies. For a more detailed discussion of the books, see *Vol. 3 Reading Recovery® Research Report, Columbus, Ohio Year 1.*

Other materials used in Reading Recovery® are pencils or slim markers and paper that is bound into a blank "writing book." Teachers also make use of magnetic alphabet letters and an upright, magnetic chalkboard; however, those materials are used to support reading and writing rather than for isolated drill. The largest proportion (over 90%) of Reading Recovery® time is spent reading books and writing stories which are then read. Thus, the major materials are books, pencils, and paper.

■ Teacher Training Program

To implement Reading Recovery®, Teachers need special training over the period of one year; however, no time is lost in providing services to children. As Teachers receive training, they simultaneously implement the program with children. Through clinical and peer-critiquing experiences guided by a skilled Teacher Leader, Teachers learn to use observational techniques and teaching procedures for conducting lessons. Extensive use is made of a one-way glass for observing the training lesson. Teachers become sensitive observers of children's reading and writing behaviors and develop skill in making the moment-to-moment analyses that inform instruction.

■ Continuing Contact

After the year of initial training, the delivery of a quality program requires that the Teacher have contact with a Teacher Leader. This continuing contact consists of planned, regularly scheduled, professional development. This contact keeps the program focused on the accelerated learning of children.

To ensure the continued success of the program, the *Guidelines and Standards for the North American Reading Recovery® Council, First Edition, 1993* state that Teacher Leaders 1) provide each trained teacher with 4-6 continuing contact sessions annually which include a minimum of 4 behind-the-glass sessions per year; 2) visit trained Reading Recovery® Teachers at least once each year to insure quality control of the program with additional visits based on needs or request.

READING RECOVERY® IN NEW HAMPSHIRE

Reading Recovery® came to New Hampshire through the collaboration of the Legislature, the State Department of Education, the Concord School District, and the University of New Hampshire. Other local school districts and Chapter 1 joined the effort. For details of pre-implementation and years 1, 2, and 3 of the implementation see *Report of the Results and Effectiveness: Reading Recovery® Pilot Project (August 1991), Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year 2 (September 1992),* and *Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year Three (September 1993).*

In preparation for the 1993-94 school year the Bureau for Elementary/Secondary Education sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during the month of February. The Bureau received 31 applications, of which 30 were qualified.

With two Teacher Leaders, 22 new Teachers could be accepted into the program, along with providing continuing contact to 65 previously-trained Reading Recovery® Teachers. One class was held in Jefferson and the other class at the Kimball School in Concord. The two Teacher Leaders shared the responsibility for continuing contact with help from the Concord Teacher Leader and a Teacher Leader from Massachusetts. Chapter 1 helped support the preparation of a third Teacher Leader at Lesley College in order to again have three Teacher Leaders available for statewide training.

With 65 Reading Recovery® Teachers from the previous classes, the 22 Teachers in the new classes, and 2 Teacher Leaders, a total of 89 Teachers taught Reading Recovery® during the 1993-94 school year. (See Appendix A for the list of Teachers and districts participating in Implementation Year 4) They represented 39 school districts, among them 7 districts new to Reading Recovery®, and 60 schools. The number of New Hampshire Schools interested in implementing Reading Recovery® continues to grow.

■ Children in the Project

Of those students identified for Reading Recovery®, 581 were served in New Hampshire during the 1993-94 year. The research indicates that 60 lessons comprise the minimum amount of time that is considered a program in Reading Recovery®. Some children will take longer than that period to achieve success (be discontinued); others will be discontinued within a shorter time; however, 60 lessons represents a good estimate of the average time needed for a program. "Program" children are therefore defined as those children who receive at least 60 lessons or are discontinued from the program. At this site 442 program children were served and are included for analysis in this report (see Table 1, page 17).

■ Teachers

Criteria for selection of Teachers were: (1) at least three years of teaching experience; (2) experience at the primary level; and (3) recommendation of the building principal, administrators or other teachers. Districts recommended personnel and the N.H. Department of Education made the final selection. (See Appendices for a list of Teachers and schools in the Reading Recovery® Program.)

■ Responsibilities of Teachers

Teachers had several responsibilities: (1) to teach four Reading Recovery® children in one half of each day; (2) to fulfill other school district responsibilities in the other half of each day if employed full-time; (3) to complete Reading Recovery® record keeping; (4) to attend and participate in weekly Teacher training classes the first year of training; (5) to attend inservice classes five to six times per year during the years after initial training; (6) to provide demonstration teaching at least three times during the training year and to provide demonstration teaching on a rotating basis during the years after initial training; and (7) to collect research data as guided by Teacher Leaders.

Daily Reading Recovery® tutoring involved four 30 minute individual sessions. Teachers kept careful records of each child's work. For each daily lesson, the record included; (1) books read for familiar reading; (2) strategies used or prompted in reading; (3) the running record book attempted independently, with analysis involving accuracy level and self-correction rate; (4) word analysis attempted by the child or instructed by the Teacher; (5) the story composed and written by the child; and (6) general comments on reading or writing behavior. Each week, the Teacher added to the list of words the child could write fluently and marked the child's reading level and accuracy rate on a graph.

■ Parent Involvement

A responsibility of the Reading Recovery® Teacher in teaching each child is to maintain contact with the child's parent. The parent must feel familiar with the instruction the child is receiving, know that the Teacher welcomes questions or concerns, and understand what the parent can do to help. Each day the child takes a familiar book home to read to his or her parent. The child also takes his or her cut-up story to reassemble and read to the parent. The Teacher communicates with the parent by phone, note, or in person, including an invitation to observe a lesson.

■ Training Class Description

Two training classes each met once a week, one at the Concord training site and one at the Jefferson site. Classes began at 3:30 and ran at least three hours. The Concord class consisted of eleven Teachers and the Jefferson class of twelve Teachers. The classes met 13 times each semester.

Training classes included basic strategies for observing and teaching children. Each Teacher participated in "behind the glass" training lessons with a child while peers observed, described and analyzed behavior and teaching decisions. Afterwards, the Teacher discussed the training lesson with the group. Other class discussions revolved around reading assignments from *Reading Recovery®: A Guidebook for Teachers in Training,* (Clay, 1993) and *Becoming Literate: The Construction of Inner Control,* (Clay, 1991), and selected articles on literacy development. In addition, each Reading Recovery® Teacher developed a comparison study of three first grade students and kept an academic journal.

■ Responsibilities of Teacher Leaders

Responsibilities of the Teacher Leaders included: (1) preparing for and teaching a one-week summer workshop for Teachers in training; (2) preparing for and teaching the evening class each week, during the Fall and Spring semesters; (3) making site visits to each Teacher in training and previously trained Teachers; (4) preparing for and teaching four classes for previously

trained Teachers; (5) monitoring progress of children taught by each Teacher; (6) managing aspects of the program such as assignment of students and release of students from the program; (7) providing daily tutoring for Reading Recovery® children; (8) attending the Northeast Reading Recovery® Conference in October; (9) attending the Ohio Reading Recovery® Conference in February and/or Teacher Leader Professional Development classes at Lesley College; (10) attending the four day Teacher Leader Summer Institute held in June; (11) providing inservice to school systems; (12) record-keeping; (13) sending data to Ohio State University throughout the year and acting as a liaison between the state project and the Ohio State University research staff; (14) completing a site report due in September; and (15) making presentations to school boards, administrators, parents, other teachers, etc.

■ University of New Hampshire

The University of New Hampshire granted six graduate level credits for the Teacher training course. Dr. Grant Cioffi acted as "instructor of record" for the course. He made four presentations to the Concord in-training class, and four to the Jefferson class. Dr. Cioffi consulted with the Teacher Leaders, offering on-going guidance and assistance in the development of the course.

■ National Diffusion Network - The Ohio State University

New Hampshire is a recognized National Diffusion Network (NDN) site for Reading Recovery®. Therefore, New Hampshire participates in the national data collection. The Ohio State University Reading Recovery® project staff assist each site with technical assistance in the data collection and with the dissemination of information across sites.

■ Technical Reports

The following technical reports, which describe the implementation of Reading Recovery® in Ohio, and the follow-up studies, are available from The Ohio State University:

Vol. 3	Report of Reading Recovery® in Columbus, Ohio—Year 1 1985-1986
Vol. 10	Report of the Ohio Reading Recovery® Project State of Ohio—Year 2 1987-1988
Vol. 11	Report of the Follow-up Studies—Columbus, Ohio—Reading Recovery® Project 1985-1989
Vol. 12	Report of the Ohio Reading Recovery® Project State of Ohio—Year 3 1988-1989

Also, the following publications are available from The Ohio State University:

The Reading Recovery® Program Executive Summary 1984-91

The Reading Recovery® Program Executive Summary 1984-1992

The Reading Recovery® Executive Summary 1984-1993
This 20-page annual report documents the years of implementation of the Reading Recovery® Program in North America.

The following publications are available from the New Hampshire Department of Education:

Report of Results and Effectiveness: Reading Recovery® Pilot Project (Laws 1989: 301), August 1991

Report of Results and Effectiveness: Reading Recovery® Program Implementation Year 2, School Year 1991-1992, September 1992

Report of Results and Effectiveness: Reading Recovery® Program Implementation Year Three, School Year 1992-1993, September 1993

In addition, a monograph titled *Reading Recovery®: Early Intervention for At-Risk First Graders* and an article, "Reading Recovery®: A Cost-Effectiveness and Educational-Outcomes Analysis," *ERS Spectrum: Journal of School Research and Information,* Vol. 10, No.1, Winter 1992, are available from Educational Research Service, 200 Clarendon Boulevard, Arlington, VA 22201.

Presentations Made During 1993-94

The following presentations were made by Ann Fontaine:

"Children Who Fail to Search at Difficulty"
Reading Recovery® Teachers and Teacher Leaders
National Reading Recovery® Conference
Columbus, OH

"Exploring Effective Classroom Literacy Practices"
Classroom Teachers and Support Staff
Center Woods School
Weare, NH
and
Paul Smith School
Franklin, NH

Informational Session on Reading Recovery®
Persons interested in participating in the project in 1994-95
State Department of Education
Concord, NH

The following presentations were made by Sandra Tilton:

"An Overview of Reading Recovery®"
Classroom Teachers, Administrators
North Country Staff Development Day
White Mountains Regional High School
Whitefield, NH

"Supporting Reading Recovery® in the Classroom"
Classroom Teachers
North Country Staff Development Day

White Mountains Regional High School
Whitefield, NH

"Reading Recovery® and a Supportive Classroom: One Model"
Classroom Teachers, general audience
Northeast Regional Reading Recovery® Conference
Portland, Maine

"Reading Recovery®: An Overview for Classroom Teachers"
Lisbon, NH
Center Conway, NH
Sugar Hill, NH
Series of three at each location:
"Using Running Records in a Classroom to Record and Assess Children's Reading Behavior"
Classroom Teachers
Rumney, NH
Sugar Hill, NH

"Reading Recovery®, Overview and Local Implementation"
School Board Members
Sugar Hill, NH

"An Observation Survey of Early Literacy Achievement: What's New and Different"
Reading Recovery® Teachers
North American Reading Recovery® Conference and Institute
Columbus, Ohio

The following presentations were made by Ann Fontaine and Sandra Tilton:

"Report on the Results of Reading Recovery®"
New Hampshire School Administrators
State Department of Education
Concord, NH

"Reading Recovery®: Overview of Program and Teacher Training Program"
Districts/teachers interested in training
State Department of Education
Concord, NH

RESEARCH REPORT

Year 4: 1993 to 1994

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the six research questions, to identify specific strengths, and to work to improve areas of concern.

Definitions

The following are definitions for terms used in this report.

Reading Recovery® Program Children are all children who received 60 or more lessons in Reading Recovery® or who were discontinued from the program.

Discontinued Reading Recovery® Children are those children who successfully completed the program and who were officially released during the year or who were identified as having met criteria to be released at the final testing in June.

Not Discontinued Reading Recovery® Children are those children who had 60 or more lessons but were not officially discontinued (released) from the program for various reasons including moving from the school, not having time to complete a program before the end of school, being placed in another program such as special education, or not responding adequately to the program after 60 lessons.

Random Sample Children are those children who were randomly selected from the population of first grade children. Children who received any Reading Recovery® lessons were deleted from the sample.

Site Random Sample Eighty-three children from the site were randomly selected. Class lists of all first grade children enrolled at schools with the Reading Recovery® Program were compiled. One total list was generated and used to randomly select 83 children. This total group provides a basis for determining an average range for comparison as a site average band.

The Observation Survey is composed of six measures developed by Marie Clay. These measures are used to identify children who need Reading Recovery® and to provide a basis for beginning Reading Recovery® lessons.

Dependent Measures There are three dependent measures used for the study. These measures are from An Observation Survey (Clay, 1993) and are described below.

Writing Vocabulary: Children were asked to write down all the words they knew how to write in 10 minutes, starting with their own names and including basic vocabulary and other words. While this measure had no specific ceiling, time available would eventually constrain the potential score.

Dictation: Children were read a sentence and asked to write the words. In scoring, children were given credit for every sound represented correctly, thus indicating the child's ability to analyze the word for sounds.

Text Reading: Children were told the title of a selection(s), given a brief, standard introduction, and asked to read text materials in graded levels of difficulty. The child's text reading level indicates the highest level of text that he/she read at 90% or above accuracy.

Text materials in graded levels of difficulty were constructed for testing purposes. For the first level, the Teacher reads *Where's Spot?* (Hill, Eric. Putnam, 1980). The child was asked to read on a page (no, no, no.). Unsuccessful reading is level A, accurate reading is Level B. After the first level, passages from the Scott Foresman *Special Practice Reading Books* were used to assess children's reading through level 24. Additional passages were selected from the Scott Foresman, 1976 edition and the Ginn and Company (Clymer and Venezky, 1982) reading program for levels 26, 28, and 30. Level 30 is from the last selection of the Ginn 6th grade reader, *Flights of Color.*

These texts were used for testing and research purposes only. They were not the same as those materials used in Reading Recovery® instruction and are not used as instructional materials in any first grade classrooms.

PROCEDURES

Selection of Children

Reading Recovery® Teachers asked the classroom Teacher to alternate rank the children in the classroom from top to bottom. Children from the bottom 20% were given the Observation Survey in September. From this group, four children were selected as the first to receive Reading Recovery® lessons. The rest were placed on a waiting list to be picked up as an opening became available. Chapter 1 guidelines were followed in schools where Teachers were a part of the Chapter 1 Program.

Data Collection

In September, the selected first grade children at each school were tested using the Observation Survey. Waiting list children who entered the program during the year were retested using the complete Observation Survey prior to entry into the program. Children who were discontinued were tested on Writing Vocabulary, Dictation, and Text Reading at the time of exit from the program.

Writing Vocabulary, Dictation, and Text Reading assessments were administered to all Reading Recovery® children at the end of the school year in June. Pre and post Observation Survey results on these three dependent measures were used to assess the outcome of the program and the progress of each student.

A sample of first grade students was randomly selected from first graders at the New Hampshire site. Teachers administered three parts of the Observation Survey, (Writing Vocabulary, Dicta-

tion, Text Reading) to determine a site random sample. This testing established an average range or average band of reading achievement levels of first graders at the site.

Research Questions

1. What proportion of Reading Recovery® Program children were discontinued?

2. What was the progress of Discontinued and Reading Recovery® Program children?

3. What proportion of Discontinued and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the Site?

4. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

5. What was the progress of Not Discontinued Reading Recovery® Program Children?

6. What informal responses were made by Teachers-in-training, previously trained Reading Recovery® Teachers, classroom teachers, administrators, and parents of Reading Recovery® children which reflect on the impact of the Reading Recovery® Program?

7. What percentage of the first grade population in each district is being served by Reading Recovery®?

TABLE 1
Status of All Children Served by the New Hampshire Site in 1993-94

DISTRICT	TOTAL SERVED	PROGRAM CHILDREN	DISCONTINUED	% PROGRAM CHILDREN DISCONTINUED
Amherst	15	10	9	90
Bartlett	6	5	4	80
Bath	2	1	1	100
Berlin	6	5	4	80
Campton	10	6	4	67
Claremont	15	15	12	80
Conway	11	7	5	71
Conval	49	35	31	89
Derry	30	18	15	83
Epsom	8	6	6	100
Fall Mountain	6	5	5	100
Franklin	13	8	7	88
Gilmanton	6	4	2	50
Gov Wentworth	12	9	8	89
Groveton	11	10	8	80
Hanover	9	7	6	86
Holderness	6	5	3	60
Hooksett	16	11	10	91
Hopkinton	14	12	10	83
Laconia	19	14	14	100
Lafayette/Bethlehem	9	4	3	75
Lebanon	29	22	18	82
Linc-Woodstock	5	4	3	75
Lisbon Regional	4	4	1	25
Littleton	12	10	7	70
Manchester	19	13	10	77
Mascoma	14	10	8	80
Milford	8	5	5	100
Monadnock	23	13	11	85
Newport	28	23	20	87
Plymouth	9	9	9	100
Raymond	11	8	5	63
Rochester	7	7	7	100
Rumney	9	7	7	100
Seacoast	34	30	25	83
Stratford	5	4	2	50
Thornton	7	7	7	100
Timberlane	7	4	4	100
Warren	5	4	4	100
Weare	17	13	12	92
Wentworth	4	3	3	100
White Mt Region	33	28	22	79
Woodsville	18	17	16	94
TOTAL	581	442	373	84

RESULTS OF RESEARCH

Year 4: 1993-1994

Question #1: What proportion of Reading Recovery® Program children were discontinued?

The decision to discontinue is carefully made in conjunction with the Teacher Leader. Decisions concerning whether or not children could be discontinued were made by examining a variety of data for each child: 1) highest level of text reading at 90% accuracy or better; 2) scores on two additional Observation Survey assessments: Writing Vocabulary and Dictation; 3) reading behavior as shown in recent running records and the Text Reading tests; and 5) achievement in the classroom instructional program.

Question #1 Results:

Of the 442 Reading Recovery® Program children at the New Hampshire Site, 373 were discontinued. This number represents 84% of the program population. (See Table 1, page 17).

Question #2: What was the progress of Discontinued and Reading Recovery® Program children?

Comparisons of September and June scores were made on the three measures of the Observation Survey: 1) Writing Vocabulary, 2) Dictation, and 3) Text Reading Level, for both the Discontinued and Reading Recovery® Program children.

Question #2 Results:

The following table (Table 2) summarizes the progress of the total discontinued group and the Reading Recovery® Program children from September to June on all three measures of the Observation Survey.

Table 2.
Summary of Observation Survey Scores for Discontinued Reading Recovery® Children and Reading Recovery® Program Children

Measure	Month of Testing	Discontinued Reading Recovery Children (mean)	Discontinued Reading Recovery Children (N=)	Reading Recovery Program Children (mean)	Reading Recovery Program Children (N=)
Writing Vocabulary	September June	4.27 50.27	314 369	3.97 47.94	381 435
Dictation	September June	5.85 34.86	314 369	5.33 34.17	381 435
Text Reading Level	September June	0..69 16.56	313 370	0.68 15.24	380 436

Question #3: What proportion of Discontinued Reading Recovery® children and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the site?

End-of-year scores on three measures of the Observation Survey, (Writing Vocabulary, Dictation, and Text Reading Level) for Discontinued and Reading Recovery® Program Children were compared to a site average band. The average band was determined by calculating the mean for each of these three measures for a group of 83 randomly selected first grade students at the site. The average band was considered to be .5 standard deviations above and below the mean. In computing the average band, children who had received any Reading Recovery® Lessons were deleted from the sample.

Question #3 Results:

The proportion of discontinued children who achieved end-of-year scores equal to or exceeding the site average band ranged from 56% for Text Reading to 72% for Writing Vocabulary. The proportion of Reading Recovery® Program Children who achieved end of year scores equal to or exceeding the site average band ranged from 48% for the Text Reading to 83% for Dictation.

The following tables (Tables 3 and 4) and figures (Figures 1, 2, 3) illustrate the end-of-year scores for Discontinued and Program Children in comparison to the site average band.

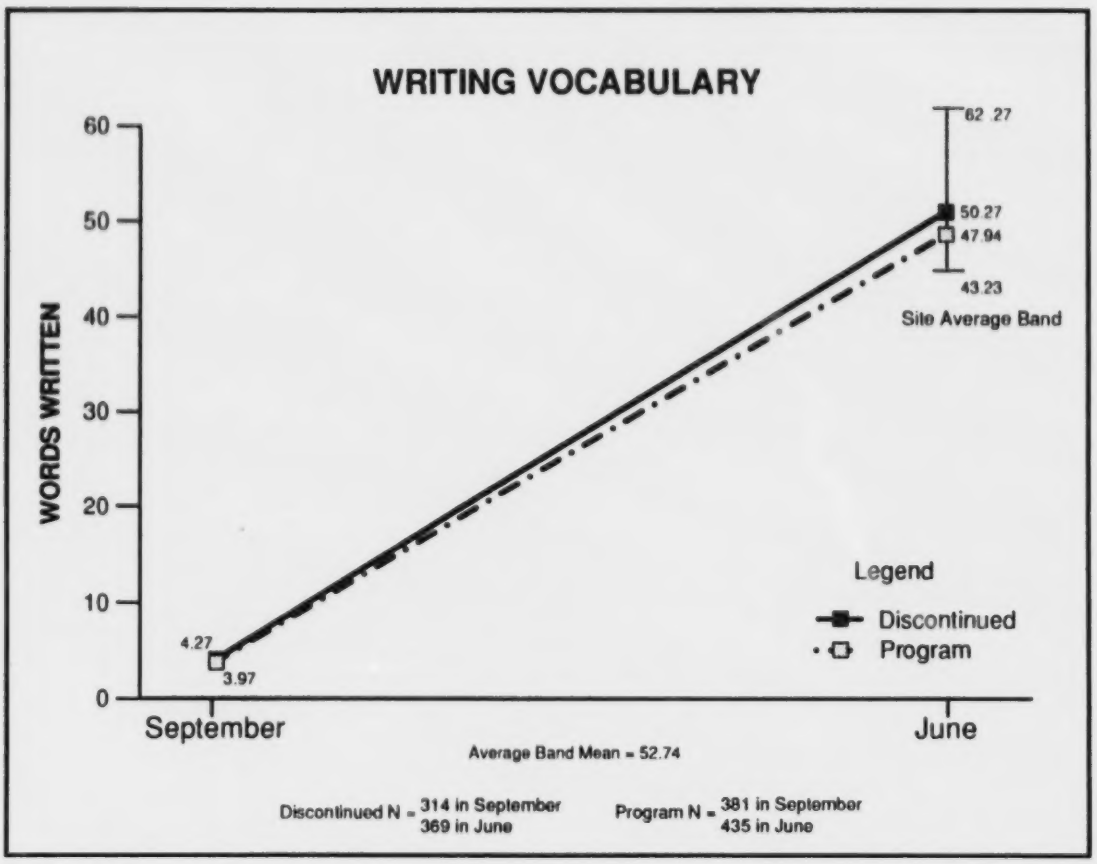
Table 3.
Proportion of Discontinued Reading Recovery® Children Scoring Equal to or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number of Discontinued Reading Recovery Children Equal to or Exceeding Average Band	Proportion of Discontinued Reading Recovery Children Equal to or Exceeding Average Band
Writing Vocabulary	43.23-62.27	268	72
Dictation	32.10-36.52	334	90
Text Reading Level	14.34-22.88	209	56
Number of Discontinued Reading Recovery® Children Tested in June = 370			

Table 4.
Proportion of Reading Recovery ®Program Children Scoring Equal to or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number Reading Recovery Program Children Equal to or Exceeding Average Band	Proportion of Reading Recovery Program Children Equal to or Exceeding Average Band
Writing Vocabulary	43.23-62.27	284	65
Dictation	32.10-36.53	364	83
Text Reading Level	14.34-22.88	209	48
Number of Reading Recovery® Program Children Tested in June = 436			

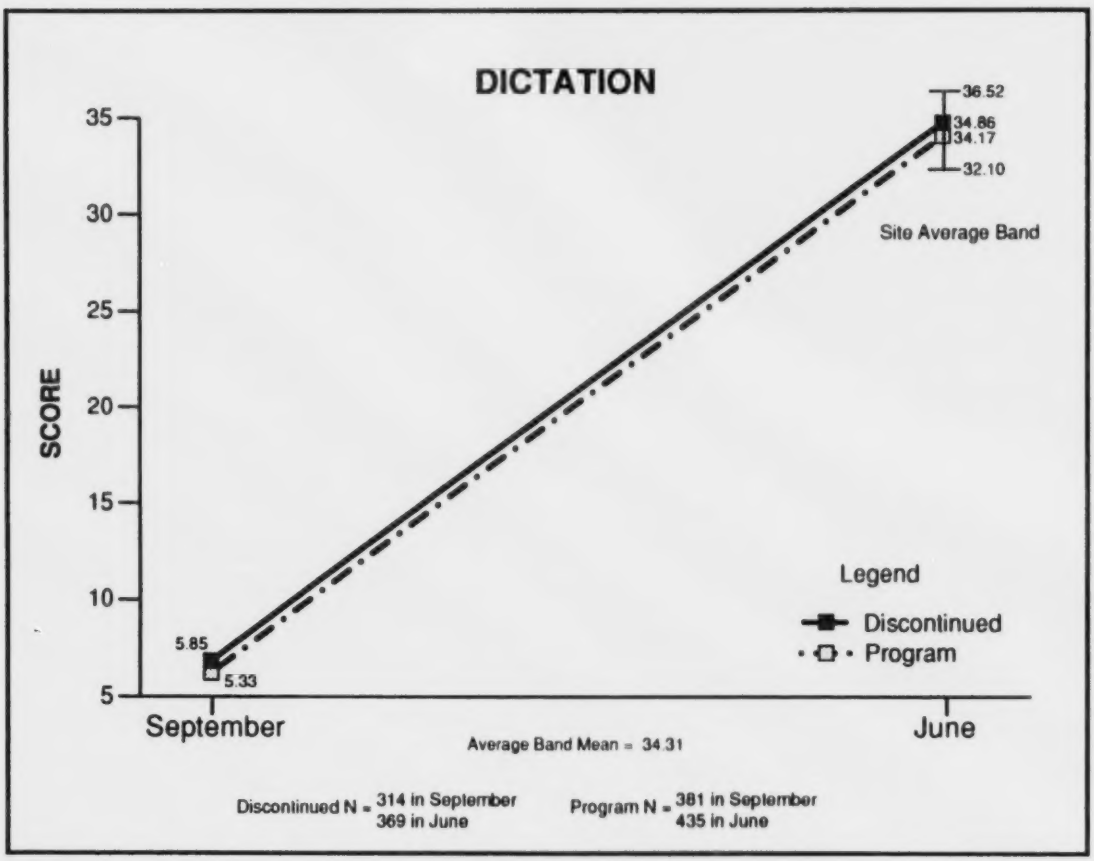
Figure 1.
Progress of Total Discontinued Group and Reading Recovery Program® Children
on Writing Vocabulary
Writing Time Limit = 10 Minutes



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	4.27	50.27
Reading Recovery® Program Children	3.97	47.94

Average Band Mean = 52.74

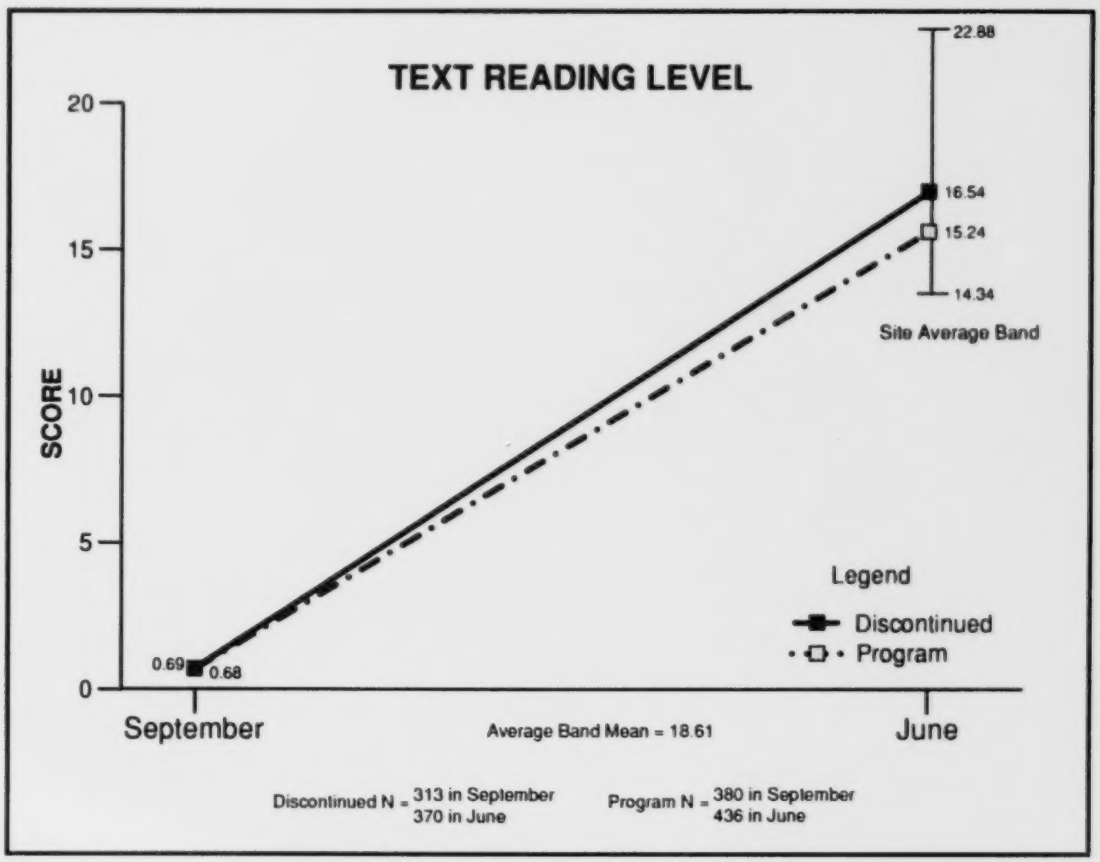
Figure 2.
Progress of Total Discontinued and Reading Recovery® Program Children
on Dictation
Highest Possible Score = 37



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	5.85	34.86
Reading Recovery® Program Children	5.33	34.17

Average Band Mean = 34.31

Figure 3.
Progress of Total Discontinued Group and Reading Recovery® Children
on Text Reading Level
Highest Possible Score = 30



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	.69	16.56
Reading Recovery® Program Children	.68	15.24

Average Band Mean = 18.61

29

Discussion: Question #3 Results

As illustrated in Figures 1, 2, and 3 both Discontinued and Reading Recovery® Program children attained scores on all three measures which were within the average band. On Dictation, the Discontinued children exceeded the mean score of the average band. Progress for both groups on Text Reading Level represents achievement at the end of the first grade reader. (The Reading Recovery® levels 9 through 12 are within a primer range; levels 14 and 16 represent a first grade reader, 18 and 20 a second grade reader. The highest level, level 30, is a sixth grade level passage.)

Past experience and follow-up studies have shown that discontinued readers at the end of first grade have developed a self-improving system and have the strategies to continue to make progress within or above the average in their classrooms.

Question #4: What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

Entry, exit, and end-of-year scores for three measures of the Observation Survey were compared for children who were discontinued at least eight weeks prior to the final testing period. After being discontinued from Reading Recovery®, children received no further extra help but were expected to continue to make progress by independent reading and classroom instruction. Discontinuing dates and the number of lessons vary based on the individual child's progress; therefore, the time of discontinuing is not specific and these scores are labeled exit on the graphs that follow.

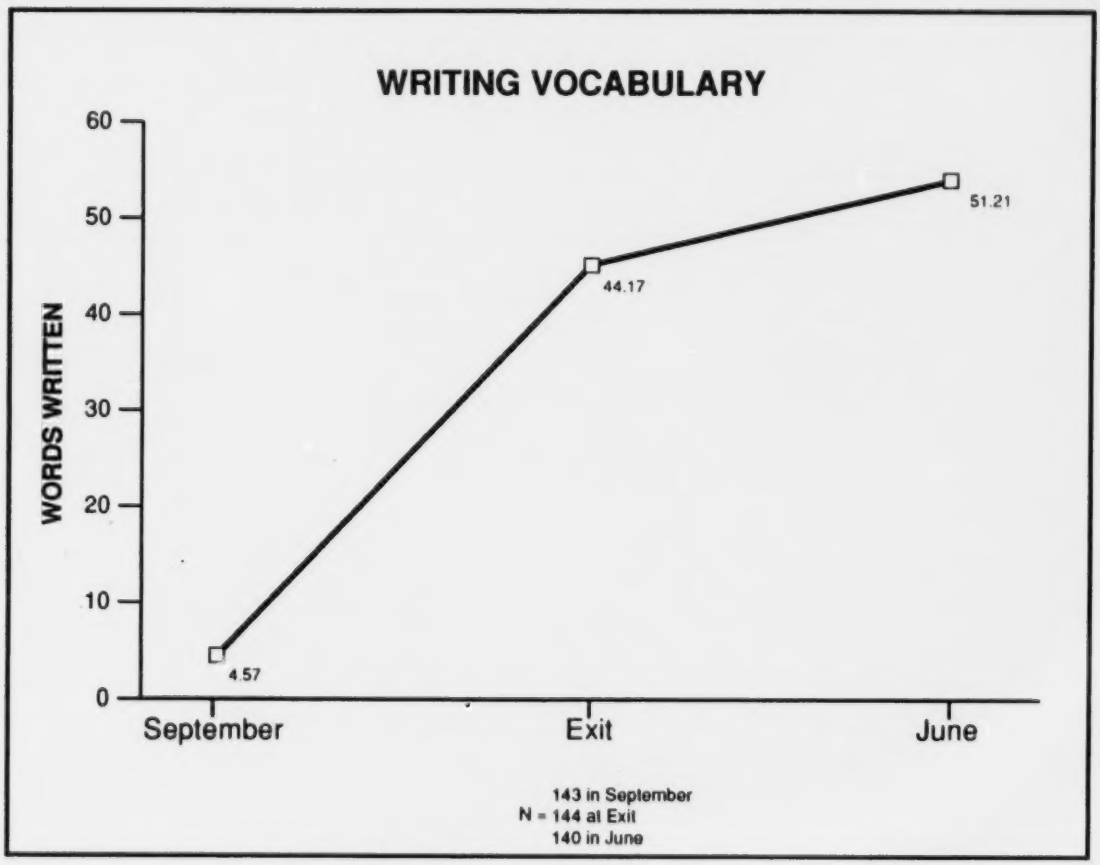
Question #4 Results:

The progress of children discontinued prior to April 1 on three measures of the Observation Survey are reported on Table 5 and illustrated in Figures 4, 5, 6.

Table 5.
Progress of Children Discontinued Prior to April 1

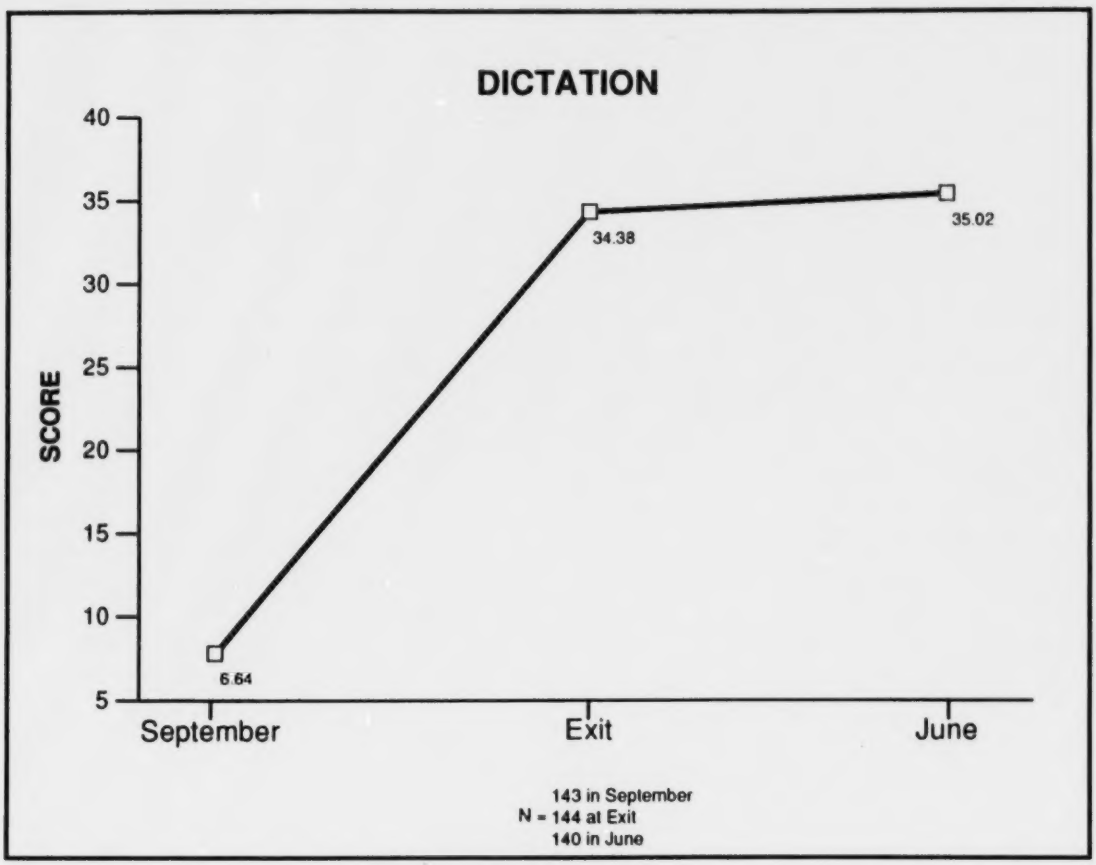
Measure	September	Exit	End-of-Year
Writing Vocabulary (Max = 10 Minutes)	4.57	44.17	51.21
Dictation (Max = 37)	6.64	34.38	35.02
Text Reading Level (Max = 30)	0.70	12.55	18.70
	(N = 143)	(N = 144)	(N = 140)

Figure 4.
Progress of Discontinued Children on Writing Vocabulary
(Discontinued Prior to April 1)
Writing Time Limit = 10 Minutes



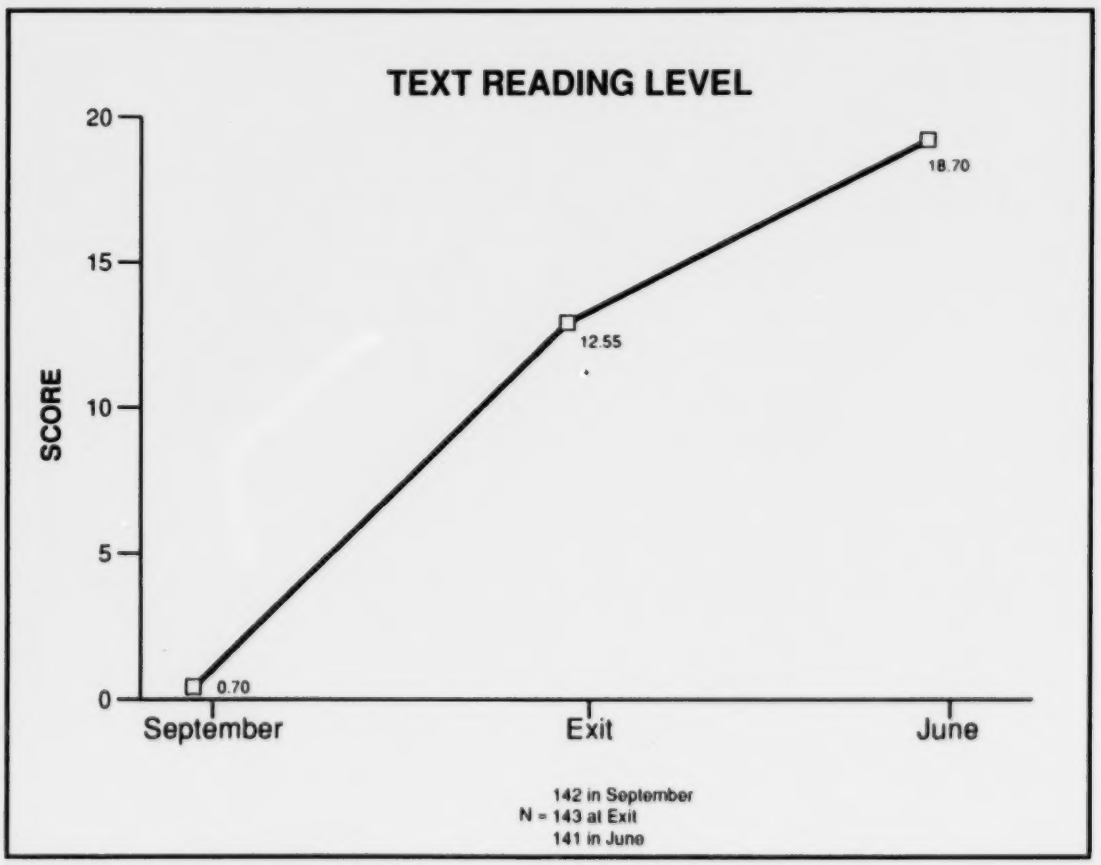
	Sept.	Exit	June
Mean Scores Writing Vocabulary	4.57	44.17	51.21
N =	143	144	140

Figure 5.
Progress of Discontinued Children on Dictation
(Discontinued Prior to April 1)
Highest Possible Score = 37



	Sept.	Exit	June
Mean Scores Dictation	6.64	34.38	35.02
N =	143	144	140

Figure 6.
Progress of Discontinued Children on Text Reading
(Discontinued Prior to April 1)
Highest Possible Score = 30



	Sept.	Exit	June
Mean Scores Text Reading Level	.70	12.55	18.70
N =	142	143	141

Children who discontinued prior to April 1 illustrate, in the above figure, the concept of a self-improving system. These children continued to make successful progress as they learned to read and improved their reading achievement by reading. These discontinued children achieved end-of-the-year scores exceeding the mean of the site average band on dictation and text reading. Their text reading level score represents a grade two reading level. This progress was attained with an average of 60.81 lessons.

Question #5: What was the progress of Not Discontinued Reading Recovery® Program children?

In previous years of the Reading Recovery® Program, Teachers and Teacher Leaders have become aware of some children who receive 60 or more lessons but are not considered discontinued. However, improvement and progress can be noted for many of these students. To address Question #5 pretest and post-test scores on three measures of the Observation Survey were compared.

Question #5 Results:

Of the 442 Reading Recovery® Program children, 69 children were considered not discontinued. This number represents 16% of the program population. Although these 69 children did not achieve end-of-the-year scores equal to the site average band, significant gains were made on all three test measures. These Not Discontinued Program children received an average of 100.83 lessons. The following factors may have influenced their lack of accelerated progress:

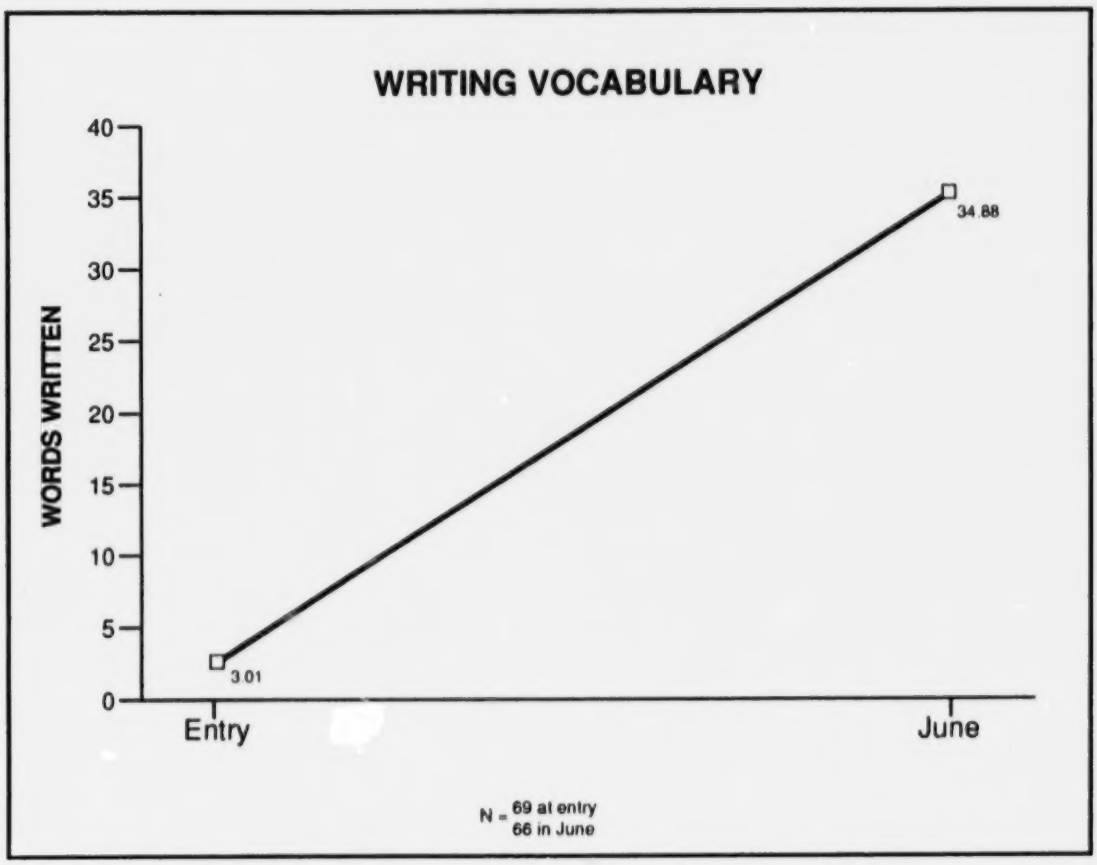
1. Attendance
2. Teachers in training lacked experience working with the most difficult to teach children
3. Lack of congruence between classroom program and Reading Recovery® instruction
4. Limited availability of Teacher Leader assistance to previously trained Teachers
5. Children needed additional or longer term educational services

The progress of the Not Discontinued Reading Recovery® children is illustrated in the following table and line graphs.

Table 6.
Summary of Diagnostic Survey Scores
For Not Discontinued Reading Recovery Program® Children

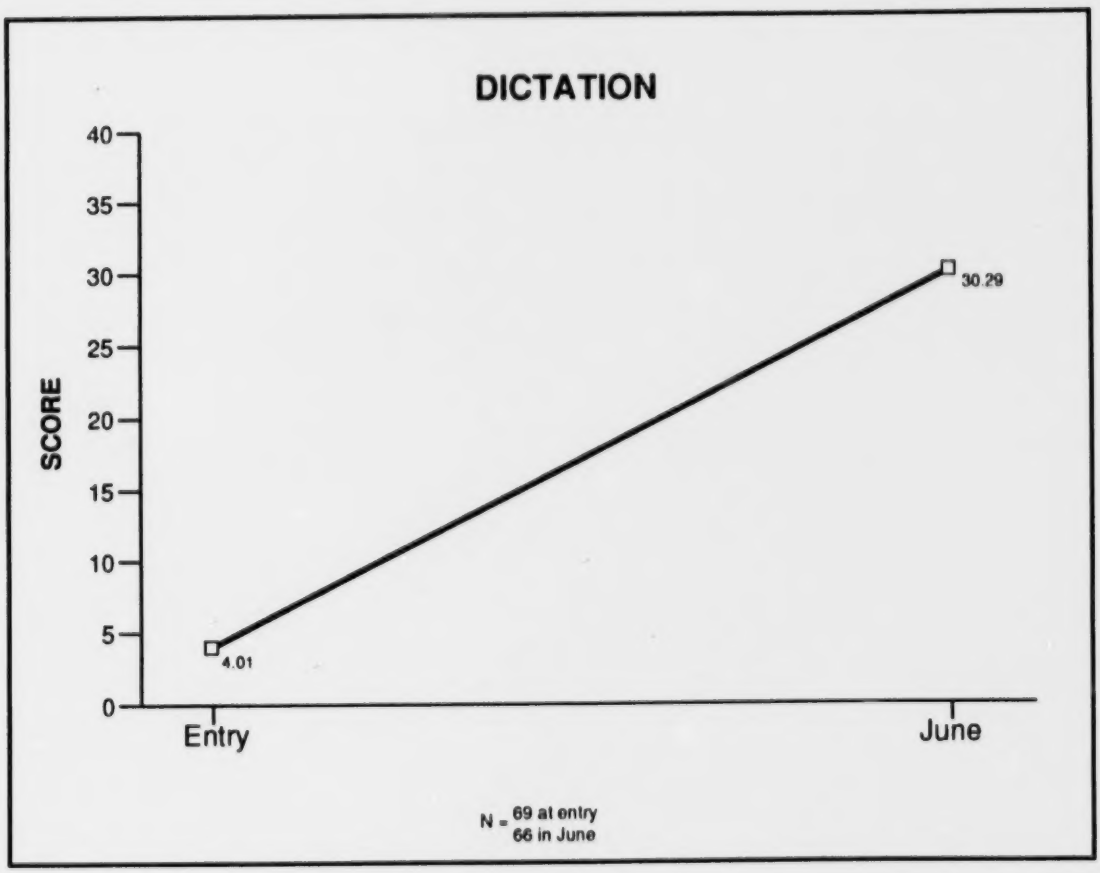
Measure	Entry Spring Testing	Not Discontinued Reading Recovery Program Children (Mean)	Number
Writing Vocabulary	Entry Spring	3.01 34.88	69 66
Dictation	Entry Spring	4.01 30.29	69 66
Text Reading Level	Entry Spring	0.67 7.82	69 66

Figure 7.
Progress of Not Discontinued Children on Writing Vocabulary
Writing Time Limit = 10 Minutes



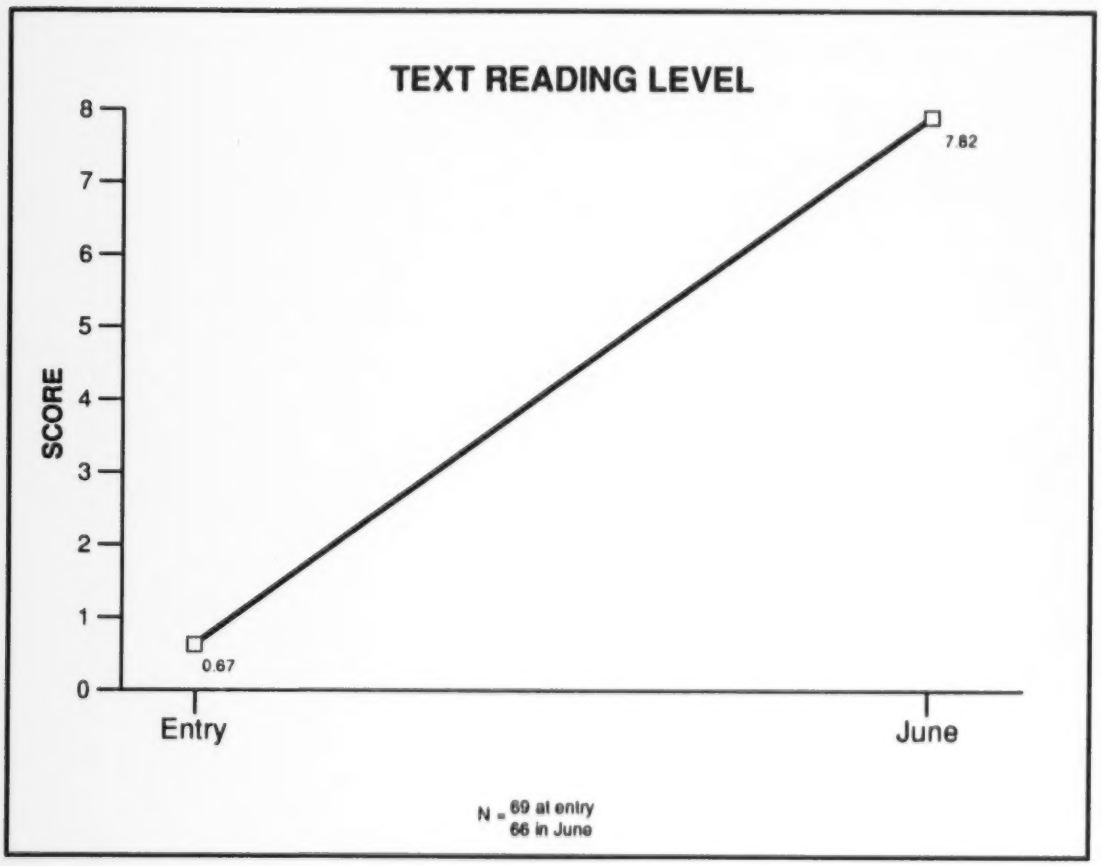
	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	3.01	34.88
N=	69	66

Figure 8.
Progress of Not Discontinued Children on Dictation
Highest Possible Score = 37



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	4.01	30.29
N=	69	66

Figure 9.
Progress of Not Discontinued Children on Text Reading Level
Highest Possible Score = 30



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	.67	7.82
N=	69	66

Question #6: What informal responses were made by teachers-in-training, previously trained Reading Recovery® Teachers, classroom teachers, administrators, and parents of Reading Recovery® children, which reflect on the impact of the Reading Recovery® Program?

The answer to this question was obtained by surveying Reading Recovery® Teachers, classroom teachers, administrators, and parents using individual surveys developed especially for each group. (Copies of the individual surveys can be found in the Appendix C.)

Question #6 Results:

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 811 surveys were distributed to Reading Recovery® Teachers, classroom teachers, administrators and parents. There was a collective return rate of 74%. Following is the breakdown of distribution, return rate, and summaries of the surveys and comments by category.

In-Training Reading Recovery® Teachers

There were 23 surveys distributed to in-training Reading Recovery® Teachers. The return rate for in-training Teachers was 100%. In-training Teachers indicated they had learned a great deal about the reading process and the teaching of reading this year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal) was 4.9. The in-training Teachers indicated on the survey that their views of how children learn to read and write have undergone changes. They indicated that the Reading Recovery® training has impacted their professional growth as a teacher in a variety of ways.

Following are sample comments from the survey about the reading process, the teaching of reading and how children learn to read and write.

> "I now see how each individual constructs for himself a literacy system—each system is unique and the methods of acquiring it are different."
>
> "It has confirmed what I already thought—children learn to read & write by reading & writing."
>
> "It is so much more complex than I ever imagined. I have a better understanding of how children learn and how the smallest confusion can cause big trouble for them."
>
> "All children can learn to read in first grade and most at an accelerated rate—with fluency."

The Teachers were asked to comment on the highlights of their training year. The following are representative responses.

> "Seeing the process work for kids that I truly worried about."
>
> "Learning to problem solve with colleagues; I've really learned to value the talking and thinking with colleagues. It has been the *hardest work* but the *best teaching* I've done in 23 years."
>
> "The highlight for me has been discontinuing students and feeling confident that they are independent. I can't begin to tell you what a positive impact this training has made on me..."

"I used to think that RR was an expensive program that hit only a few children. I view it now as a very effective, cost effective program that is a great addition to any school."

In-training Teachers were asked to comment on the least valuable experiences of the year. The following comment is representative of their responses:

"I can't really think of anything that did not turn out to be valuable—some things I did not see as immediate value but they turned out to be appropriate at later dates in my development."

Other comments reflected individual learning needs. There was no common experience which Teachers in-training identified as "least valuable".

The in-training Teachers felt that parental involvement was important to a child's success. They worked to involve parents in their children's Reading Recovery® Program in a variety of ways.

a) phone calls
b) observing a Reading Recovery® lesson
c) written communication, such as progress reports, journals, notes
d) parent/teacher conferencing
e) attending Behind the Glass sessions
f) encouraging parents to listen to their child read the books and sentences sent home daily
g) sending a video of a Reading Recovery® lesson

The in-training Teachers have set goals for themselves for the 1994-95 year. The commonalities in their goals are:

a) refine their teaching and observation skills
b) communicate better with classroom teachers to insure the transfer of learning into the classroom setting
c) have more contact with parents, and work to improve parent involvement
d) respond to teacher requests for in-service sessions
e) participate in more colleague exchange
f) work with principals to ensure successful implementation of Reading Recovery® in the system

The in-training Teachers had good insights into how Reading Recovery® training contributed to their growth as a teacher.

"Learning to teach strategically to support the process has been very enlightening to one who has been teaching for 22 years."

"The training has provided me with opportunities to grow professionally and personally. It would be nearly impossible to put into words how RR has changed me. I think I'm a better person. I know I'm a better teacher."

"I've always believed reading to be a balanced process, however, I wasn't teaching in a balanced manner. This course has allowed me to reflect on my own teaching & to make shifts in my teaching accordingly."

"This training gave me what I was after when I pursued my masters in literacy - a way to intervene and make a difference for the at-risk student."

"It has increased my knowledge of the reading process. It has changed the way I will approach reading instruction in the classroom."

From a Reading Recovery® Teacher who taught first grade during half of the day:
"I am amazed how well students from my 1st grade classroom did in reading this year. This is great training for 1st grade teachers!"

"Reading Recovery® has renewed my belief in expectations, not just for at-risk students but for all students and for myself as a professional."

Trained Teachers

There were 58 surveys distributed to trained Reading Recovery® Teachers. The return rate was 100%. On a scale of 1 (not a very good program) to 5 (a very good program) trained Teachers viewed Reading Recovery® as a very good program, giving it an average score of 4.8.

Trained Teachers commented on the highlights of their year.

"The wonderful response from parents; listening to last year's Reading Recovery® children read."

"Having 2 new colleagues to work with in my building."

"Discontinuing all but one of my students in fewer lessons than in previous years."

"Having a third grader, a Reading Recovery® student as a first-grader, who was expected to be coded, tested for Special Education and judged to be on level and not LD."

"...watching my children build on what they know and seeing their enjoyment as they make new discoveries."

"This is my first year as a trained Reading Recovery® teacher—the 'highlight' has been my increased awareness of what children do when they read."

Many trained teachers considered the highlight of their year the influence Reading Recovery® has had on classroom instruction for all first graders.

"I have enjoyed watching classroom teachers develop a better understanding of the reading process and adjust their classroom practices. Now more kids can benefit."

"The impact my communicating and training with first grade teachers has had on instruction in the classroom. It is a highlight because I feel it has the possibility of positively influencing teachers' observation and teaching skills."

Trained Reading Recovery® Teachers indicated they had continued to grow and learn professionally during the year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal), was 4.5.

The trained Teachers placed a high value on in-service sessions and contact with other Reading Recovery® Teachers. The following comments reflect this:

"[We need] more continuing contact sessions. They rejuvenate me and make me think more about what, how, and why I'm doing something."

"Recently I went Behind-the-Glass with a student who had been in Reading Recovery® since September. The feedback from colleagues enabled me to stretch beyond my subjective and limited insights. My student has since made marked progress and should be able to discontinue."

"Having been in Reading Recovery® for 3 years I value the training process and the continued support through continuing contact. The lack of this for classroom teachers explains, perhaps, some of the problems with education...no one can do it alone."

Trained Reading Recovery® Teachers accept responsibility for their learning.

"It's my responsibility to reach out, problem solve, read and reflect, and continue to grow in spite of not having weekly sessions."

"My increased understanding of the process grows with each child each day. What to look for, what to do next...this is a constant thought process...it is a highlight because I am hungry for more."

As they think about their role and responsibilities in Reading Recovery® for next year, they have set some goals for themselves. The commonalities in their goals are:

1. Improve their teaching
2. Improve communication with parents
3. Improve communication with classroom teachers.
4. Seek colleague help earlier in the year and/or more often

Trained Teachers expressed some concerns about the success of Reading Recovery® as a system intervention in their schools. Following are representative comments.

"Intervention for at risk children should be mandatory at the 1st grade. To give them less is to launch them into a spiral of failure where recovery becomes increasingly difficult."

"This has been a most frustrating year with many children; absences and interruptions for field trips, programs, etc."

Trained Reading Recovery® Teachers offered their perceptions as to why Reading Recovery® works.

"The ongoing contact and support [for trained teachers] offered by this program is one of the key ingredients for its success."

"After three years in Reading Recovery® I still say this is the best career move I have ever made. I have learned more from this course about beginning readers than in all my college courses combined."

"[This is] the best program to teach children to read because teachers keep children accountable and trainers and other teachers keep each RR teacher accountable."

Classroom Teachers

There were 174 surveys distributed to classroom teachers. The return rate was 137 of 174 or 73%. Overall classroom teachers on a scale of 1 (not a very good program) to 5 (a very good program) viewed the program as being a very good program with an average score of 4.6. They noted positive observable changes in the students participating in Reading Recovery®.

"Children take on an interest in books and reading. Their behavior and interest in school becomes better."

"They are more willing to try and less fearful of mistakes. They have an 'I can' instead of an 'I can't' attitude."

"It has helped children in all areas of the curriculum."

"One child, especially, has changed from being last and completely uninvolved in classroom activities to being a strong member of small reading groups, a good partner and independent reader."

"Getting them earlier really makes a difference. The longer we wait to service kids the hard crust they have built up around themselves - especially in terms of emotional feelings."

Classroom Teachers commented on the impact of Reading Recovery® beyond the individual child.

"My class has benefitted greatly due to Reading Recovery®. I refer to the entire class because my approaches have incorporated some of the RR practices."

"I am a supporter for all this program offers the child, the family and the classroom teacher."

"The RR program has also been beneficial to me as a 1st grade teacher - I am more aware of reading and writing strategies and how a child develops into a good reader."

"This year, full implementation has made a huge difference. RR is a definite strength in our school. I can't imagine not having this program."

The following concerns were expressed by classroom Teachers:

1. Why does Reading Recovery® serve only the bottom 20% of first grade students?
2. Why does Reading Recovery® serve the very lowest?

Administrators

There were 75 surveys distributed to administrators. The return rate was 54 of 75 or 72%. On a scale of 1 (not a very good program) to 5 (a very good program) administrators rated the program as a very good program with an average score of 4.8. The administrators indicated that Reading Recovery® had a positive effect on the students, Reading Recovery® Teachers, classroom teachers, parents and the school as a whole. The following are a sample of comments made by administrators.

"District support shown by the fact that we have 3 RR teachers and I'm going to New Zealand for 2 weeks this summer (at district expense), to study their schools."

"I would like to have several of our primary grade teachers and a special education teacher trained in this program."

"Having two RR teachers has been positive. They support each other & can provide more support, consultation and follow-up to the classroom teachers."

"Parents have shown their support through voting to fund full implementation (at our School District meeting).

"Reading Recovery® has allowed children with deficits to catch up and sustain beyond grade 3."

"Teachers want to know the 'trick' to Reading Recovery®...they see the results and want to use the techniques."

"All students benefit from the RR teacher's training and ability to be a resource for teachers and other staff."

"We could use many more Reading Recovery® Specialists. We have children on waiting lists that could benefit from this program."

"Parents are enthusiastic about the program and are becoming more involved in their child's reading."

Administrators concerns about Reading Recovery® for next year are: (1) financial, (2) serving more children, and (3) serving the lowest students.

"Is the funding going to continue?"

"...I would like to see it (RR) expanded to the point where each first grade classroom in the district receive the services of a RR teacher."

"It seems that a greater success rate could occur if the lower 10% of the students were carefully scrutinized for their eligibility rather than selecting the students with the lowest scores."

Parents

There were 481 surveys distributed to parents of Reading Recovery® children. The return rate was 332 or 69%. On a scale of 1 (not a very good program) to 5 (a very good program), parents viewed Reading Recovery® as a very good program, giving it an average score of 4.8.

Following are a sample of the comments made by parents about how Reading Recovery® affected their child's experience in school.

"As he became more successful in reading his confidence rose and he also became more successful in other areas of his education."

"...without this program I suspect [child's name] would probably have to be referred for extra help through the special needs program."

"I like the books coming home at night. [child's name] is on his way to developing a homework habit."

"Without participation in this program [child' name] would have continued to be frustrated about what he perceived as lack of ability."

"[child's name] has a better attitude toward learning."

"I never thought a first grader would reach such levels."

The following is a sample of comments about what they would tell another parent about the program.

"It is well worth its budget and if anything should be increased to allow more students this opportunity."

"a wonderful program tailored to meet the needs of my child."

"Do it. It makes sense...the end result helps the child with comprehension, a skill more

important than reading words."

"The program showed us how we could be involved to try and help [child's name]."

"Just wait until you see the results. But you must also read with your child Every Day!"

"Don't worry about class time missed. Your child will benefit 10 fold with this program."

"This quick, early intervention before the child gets discouraged is essential."

The following are examples of the numerous expressions of gratitude.

"I personally think that this is one of the best programs for children...I praise all the wonderful teachers that got involved in this program. Keep up the good work."

"Thank you for letting [child's name] be in this program. I'm glad there are opportunities like this for children."

"Thanks for helping not only [child' name] but me through this year."

"I am very grateful to the [name] School System for offering such a wonderful program."

Parents also observed the impact Reading Recovery® had on their roles.

"I like the suggestions the Reading Recovery® teacher gave. I liked how we were part of the program."

"I myself learned a lot from this program. New ways to help my child to read. Now I don't get so frustrated when we both sit down to read."

"We have been very involved in our child' program, visiting and sitting in on his class."

"I've also become better educated through his involvement."

"I feel it has made me alot more patient with [child's name]. Before I felt she should know certain things. Now I see the steps she has to take."

"I've been very pleased to be a part of [child' name] learning how to read. My husband and I thank you for including us."

Question #7: What percentage of the first grade population in each district is being served by Reading Recovery®?

SCHOOL DISTRICT	#FIRST GRADERS	#READING RECOVERY CHILDREN	% SERVED	#PROGRAM CHILDREN SERVED	%PROGRAM CHILDREN
Amherst	122	15	12%	10	8%
Bartlett	41	6	15%	5	12%
Bath	11	2	18%	1	9%
Berlin	103	6	6%	5	5%
Campton	47	10	21%	6	13%
Claremont	190	15	8%	15	8%
ConVal	284	49	17%	35	12%
Conway	133	11	8%	7	5%
Derry	577	30	5%	18	3%
Epsom	61	8	13%	6	10%
Fall Mt.	166	6	4%	5	3%
Franklin	107	13	12%	8	7%
Gilmanton	40	6	15%	4	10%
Gov Wentworth	203	12	6%	9	4%
Groveton	33	11	33%	10	30%
Hanover	84	9	11%	7	8%
Holderness	36	6	17%	5	14%
Hooksett	129	16	12%	11	9%
Hopkinton	76	14	18%	12	16%
Laconia	202	19	9%	14	7%
Lafayette /Bethlehem	51	9	18%	4	8%
Lebanon	149	29	19%	22	15%
Linc Woodstock	23	5	22%	4	17%
Lisbon	32	4	13%	4	13%
Littleton	84	12	14%	10	12%
Manchester	1345	19	1.4%	13	1%
Mascoma	158	14	9%	10	6%
Milford	210	8	4%	5	2%
Mondanock	207	23	11%	13	6%
Newport	78	28	36%	23	29%
Plymouth	49	9	18%	9	18%
Raymond	176	11	6%	8	5%
Rochester	450	7	2%	7	2%
Rumney	20	9	45%	7	35%
Seacoast	259	34	13%	30	12%
Stratford	15	5	33%	4	27%
Thornton	23	7	22%	7	30%
Timberlane	56	7	13%	4	7%
Warren	11	5	45%	4	36%
Weare	130	17	13%	13	10%
Wentworth	12	4	33%	3	25%
White Mtn Reg	90	33	37%	28	31%
Woodsville	57	18	32%	17	30%

Project Continuation 1994-95

There will be two in-training classes during the 1994-95 school year. One class of twelve Teachers will be held in Plymouth at the training center at Plymouth Elementary School. Sandra Tilton will teach this class.

A second in-training class will be held at the Milford training center, newly-installed at the Milford Elementary School by the Milford School District. Gail LaJeunesse will teach twelve Teachers there. For a listing of in-training Teachers and their school districts see Appendix B.

Teachers-in-training will attend a week long workshop at their respective centers in August. These sessions will prepare Teachers to begin working with children as soon as schools open.

Ann Fontaine will work with already trained Teachers and school systems to ensure successful implementation of the program with children. She will also provide support for classroom teachers and administrators interested in making changes in primary classroom instruction and assessment. She will conduct three-day workshops and two one-day workshops for previously-trained Teachers in August. She will provide seven monthly three hour sessions to four groups of previously trained Teachers.

Sandra will also conduct inservice sessions for previously trained Reading Recovery® Teachers.

The purpose of sessions for already trained Teachers is to extend their understanding of children and the reading process, and Reading Recovery® procedures.

In addition to training new Teachers and following previously trained Teachers, Teacher Leaders will offer inservice sessions to teachers, administrators and school boards on topics of interest and/or need as their time permits. These inservices will be offered to districts which have Teachers participating in the program. Awareness sessions will be offered in the spring for districts interested in participating in the program in the 1995-1996 school year.

In the spring of 1995 all trained and in-training Reading Recovery® Teachers will participate in the collection of data in order to evaluate the continued effectiveness of Reading Recovery® in New Hampshire. These data will be compiled and summarized by the Teacher Leaders into the 1994-95 State Report. A session reporting the results of implementation of Reading Recovery® in New Hampshire will be offered.

Teacher Leaders will continue to collaborate with educational leaders throughout New England.

New Hampshire Teacher Leaders will continue to improve their training skills by attending the Northeast Regional Reading Recovery® Conference in October, the Ohio Reading Recovery® Conference in February, and the Teacher Leader Institute held in June 1995. They will also make and receive colleague visits.

Teacher Leader Recommendations

Ongoing recommendations:

1. Continue to maintain the integrity of the Reading Recovery® Program in New Hampshire with a quality Teacher training program for new Teachers as well as continuing inservice sessions for previously trained Teachers.

2. Ensure that children receive lessons daily. The average number of lessons received by a discontinued Reading Recovery® child in 1993-94 was 64.5 which was considered good based upon the experiences of Ohio and New Zealand programs. The number of weeks these discontinued children took to complete their program, however, was 19.7. This number indicates that each child received 3.28 lessons per week. Teacher Leaders will assist Reading Recovery® Teachers in developing a plan which will address the issues in their schools that interfere with children receiving daily services.

3. Support Reading Recovery® Teachers in their efforts to improve communication with classroom teachers, parents, and administrators about the progress of students. Contact with classroom teachers and parents will better enable the child to transfer learning from Reading Recovery® into the classroom and home environment.

4. Many New Hampshire districts have conducted follow-up studies on second and third graders who participated in the project in first grade. It is our recommendation that all districts conduct second and third grade follow-up studies each year.

5. Continue to improve communication with building administrators to increase the effectiveness of Reading Recovery® in their schools and districts. Assist administrators in developing and implementing a plan to this end.

6. Provide the opportunity for trained Teachers to participate in at least four Behind the Glass sessions. This will enable the Teachers to strengthen their observation and decision making skills.

7. Continue to work with other Teacher Leaders in the state and the region to preserve the integrity of the program.

Additional recommendation:

Encourage schools to develop a team approach to support literacy development for all children.

Appendix A

Reading Recovery® Teachers and Schools in the Program - 1993-1994

NAME	SCHOOL AND TOWN
Joanne Anctil	Clark Elementary School, Amherst
Diana Anderson	Seabrook Elementary School, Seabrook
Susan Jacobsohn Avis	Center Woods Elementary School, Weare
Vicky C. Bailey	Groveton Elementary School, Groveton
Nancy N. Barton	Richards School, Newport
Jean N. Beard	Woodland Heights Elementary School, Laconia
Ann Beaupre	Clark School, Amherst
Bonnie Belden	Richards Elementary School, Newport
Wendy Benger	Danville Elementary School, Danville
Barbara Blake	Wentworth Elementary School, Wentworth
Lee C. Browne	Maple Avenue School, Claremont
Cameron Anna Burton	Pine Tree School, Center Conway
Marjorie J. Blessing	Milford Elementary School, Milford
Charlotte Carle	Dublin Consolidated School, Dublin & Temple Elementary School, Temple
Elizabeth Carlson	Paul Smith School, Franklin
Virginia Clark	Lakeway Elementary School, Littleton
Kathleen M. Connery	Plymouth Elementary School, Plymouth
Allison Cooke	Conway Elementary School, Conway
Edith L. Crowley	Floyd School, Derry
James Darling	Canaan Elementary School, Canaan
Jean R. D'Espinosa	Fred C. Underhill School, Hooksett
Carolyn M. Dickey	Pleasant Street School, Laconia
Linda D. Ehrlich	School Street School, Lebanon
Myra Ellingwood	Lancaster Elementary School, Lancaster
Judy Erickson	Whitefield Elementary School, Whitefield
Evelyn S. Fitzpatrick	Lisbon School, Lisbon
Ann Fontaine	Richards Elementary School, Newport
Joanne Frigulietti	Peterborough Elementary School, Peterborough
Terri Garand	Bethlehem Elementary School, Bethlehem
Debra Gouveia	Francestown Elementary School, Francestown
Sherrie A. Greeley	Bernice Ray School, Hanover
Ann Griffin	Dalton Elementary School, Dalton
Jane Haldeman	Stratford Public School, North Stratford
Donna G. Hann	Paul Smith Elementary School, Franklin
Frances V.P. Hanson	Holderness Central School, Holderness
Donna Hart	Woodsville Elementary School, Woodsville
Kristine Haveles	Wilson Elementary School, Manchester
Lois D. Henson	Woodsville Elementary School, Woodsville
Coreen Herrick	Epsom Central School, Epsom
Rebecca H. Ilfeld	Wilson School, Manchester
Karin J. Jacobson	Centre School, Hampton
Teresa Marie Kellaway	Floyd School, Derry
Joan Kipp	Groveton Elementary School, Groveton
Diane K. Kline	Elm Street School, Laconia

Gail LaJeunesse	Milford Elementary School, Milford
Marjorie E. Lane	Bath Village School, Bath and Warren Village School, Warren
Carol Lord	Richards Elementary School, Newport
Karen MacQueen	Alstead Primary School, Alstead
David M. Matteson	Mt. Caesar School, East Swanzey
Karen May	Harold Martin School, Hopkinton
Deborah McCrum	Marston School, Berlin
Janet Monet	Lamprey River School, Raymond
Marybeth Morrill	Wilson School, Manchester
Karen Murray	Fred C. Underhill School, Hooksett
Nancy Orszulak	Campton Elementary School, Campton
Sharon Otterson	Hillsboro-Deering Elementary School, Hillsboro
Edith Patridge	Thornton Central School, Thornton
Adele Perron	Greenfield Elementary School, Greenfield & Francestown Elementary School, Francestown
Ellen Phillips	New Durham School, New Durham
Herrika W. Poor	Mt. Lebanon School, West Lebanon
Beth Price	Grinnell School, Derry
Susanne J. Pulsifer	Lancaster Elementary School, Lancaster
Suzette Ragan	Mt. Lebanon School, West Lebanon
Rosemary N. Rancourt	Lancaster Elementary School, Lancaster
Dorothy Regan	North Hampton Elementary School, North Hampton
Karen P. Reynolds	Centre School, Hampton
Nancy Rice	Antrim Elementary School, Antrim
Elizabeth E. Richards	Josiah Bartlett Elementary School, Bartlett
Margaret F. Roberts	Gilmanton School, Gilmanton
Penny Rogers	Seabrook Elementary School, Seabrook
Doris N. Rooker	Way School, Claremont
Katherine Lovering Shanks	Mt. Caesar School, East Swanzey
Marjorie Shepardson	Mt. Caesar School, East Swanzey
Deborah Showalter	Lin-Wood School, Lincoln
Ann Silverstein	Enfield School, Enfield
Christine Smith	Jefferson Elementary School, Jefferson
Mary Louise Souza	Ossipee Central School, Center Ossipee
Kathy Staley	McClelland School, Rochester
Penelope Stevenson	Woodsville Elementary School, Woodsville
Judith Parker Stone	Center Woods Elementary School, Weare
Margaret Stumb	Harold Martin School, Hopkinton
Marlene Tabor	Russell School, Rumney
Sandra Tilton	Campton Elementary School, Campton
Nancy Tuite	Lakeway Elementary School, Littleton
Janet von Reyn	Sacred Heart Public School, Lebanon
Priscilla G. Ware	Grinnell School, Derry
Helen Waterman	Pierce School, Bennington & Hancock Elementary, Hancock
Marcia H. Williams	Richards School, Newport
Deborah Wood	Lamprey River Elementary School, Raymond

Appendix B

Reading Recovery® Teachers-In Training - 1994-1995

NAME	SCHOOL AND TOWN
Nancy Bannon	Milford Elementary School, Milford
Heather Beeman	Plymouth Elementary School, Plymouth
Janis Campbell	Pembroke Village School, Pembroke
Lori Crantz	Epsom Central School, Epsom
Priscilla Drouin	Fred C. Underhill School, Hooksett
Barbara Fraser	Center Woods Elementary School, Weare
Cheryl Halley	Milford Elementary School, Milford
Wendy Heidenreich	Sacred Heart Public School, Lebanon
Roberta Holt	Clark Elementary School, Amherst
Sue Jaggard	Grantham Village School, Grantham
Gail Johnson	Ossipee Central School, Ossipee
Susan Marie Lander	Pittsfield Elementary School, Pittsfield
Cheryl Marr	Danville Elementary School, Danville
Dorothy Martin	New Durham Elementary School, New Durham
Susan Mellow	Cornish Elementary School, Cornish
Diane Pictrowski	Lamprey River Elementary School, Raymond
Mary Rivers	Moultonborough Central School, Moultonborough
Aimee Stevens	Gilford Elementary School, Gilford
Johanna Thomas	Hillsboro-Deering Elementary School, Hillsboro
Patricia Weathers	Edward Fenn School, Gorham
Diane Lee Wheeler	Tuftonboro Central School, Tuftonboro
Melanie Williams	Milford Elementary School, Milford
Eileen Woolfenden	Campton Elementary School, Campton

Appendix C

#1 6/92

Questionnaire for Teachers in Training (End of Year)

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. How has your view of the reading process changed this year?

2. How have your views of teaching reading changed?

3. How has your view of how children learn to read and write changed?

4. In your work with Reading Recovery®, what have been the highlights of your teaching experience this year? Why?

5. In your work with Reading Recovery®, what have been the least valuable experiences you have had this year? Why?

6. In what ways have you worked to involve parents in their children's Reading Recovery® Program? How has that made an impact?

7. As you think about your role and responsibilities in Reading Recovery® for next year, what are some goals you have set for yourself?

8. In what ways has your Reading Recovery® training contributed to your growth as a Teacher?

9. Circle the number which best describes your answer. As a Reading Recovery® Teacher, how much have your learned this year?

1	2	3	4	5
nothing				great deal

10. Other Comments:

Thanks Again!

#2 7/92

Trained Teacher End of Year Questionnaire

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. What have been the highlights of your Reading Recovery® teaching experience this year? Why do you consider them to be "highlights"?

2. In what ways have you worked to involve parents in their children's Reading Recovery® program? How has that made an impact?

3. As you have become removed from the weekly training sessions, what are your greatest concerns about your own growth as a Reading Recovery® teacher?

4. What were some of the most valuable aspects of the inservice sessions for trained Reading Recovery® Teachers this year?

5. In what ways have you kept in contact with other trained Reading Recovery® Teachers this year? How much contact have you had with these teachers?

6. As you think about your role and responsibilities in Reading Recovery® for next year, what are some goals you have set for yourself?

7. Circle the number which best describes your answer. As a Reading Recovery® Teacher, how much have you learned this year?

1	2	3	4	5
nothing				great deal

8. What are some suggestions for helping you to become a better Reading Recovery® next year?

9. Circle the number which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

10. Other Comments:

Thanks for your input!

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#3 6/92

Questionnaire for Classroom Teachers

We are beginning to plan for next year's implementation of Reading Recovery® in your school. You are a VALUABLE partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. Have any children from your classroom been involved in the Reading Recovery® program this year?

   If so, how much has the Reading Recovery® Teacher let you know about the progress of this/these student(s)? Circle the appropriate number.

   1 2 3 4 5
   nothing great deal

2 What changes have you observed in children participating in the Reading Recovery® Program as they work in the classroom?

3. What do parents of Reading Recovery® children say about the Reading Recovery® Program?

4. Are you interested in having more children from your classroom involved in the Reading Recovery® Program? Why or why not?

5. Circle the number below which best describes your view of Reading Recovery®.

   1 2 3 4 5
   not a very good program — a very good program

6. What are your concerns about implementing Reading Recovery® in your school next year?

7. Other Comments:

Thanks Again!

#4 7/92

End of Year Questionnaire for Administrators

We are beginning to plan for next year's implementation of Reading Recovery® in your school. You are a valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly Respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. What impact has Reading Recovery® had on the children in your school this year?

2. What do Teachers in your school say about Reading Recovery®?

3. What do parents say about the Reading Recovery® Program?

4. Circle the number below which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

5. What are your concerns about implementing Reading Recovery® in your school next year?

Thanks again!

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#5 6/92

End of Year Questionnaire for Parents

Dear Parent(s):

We are thinking about the needs of children and their parents as we make plans for next year. Since your child was involved in Reading Recovery®, we are asking you to help us think about how Reading Recovery® affected your child and your family this year.

Please write brief answers to the following questions and send this paper back to school with your child. We really value your opinions. Your answers are quite IMPORTANT to us as we plan for next year.

1. How has Reading Recovery® affected your child's experience in school?

2. If you were telling another parent about the Reading Recovery® Program, what would you say?

3. Did the Reading Recovery® Teacher let you know about your child's progress?

4. Circle the number below which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

5. Other Comments:

Thanks so much for your support!

Sincerely,

BEST COPY AVAILABLE